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ABSTRACT

This handbook presents Rowan-Cabarrus Community College's (North Carolina) model of academic advising as embodied by its Student Success Center. Divided into seven parts, this handbook contains the following sections: a mission statement, Early Alert forms, evaluation tool, forms section, organizational chart of pre-college program, brochure, and a Web pages list. The mission of the college's Student Success Center is to provide all entering students enrolled in the Step Ahead program with services that will help them attain career and life goals. This goal is achieved through improved academic advising and mentoring by dedicated, specially trained advisors. Advisors will provide appropriate academic placement, help identify suitable academic support services, and assist in the students' smooth transition into chosen academic programs. The faculty and staff are dedicated to providing the time and effort to advise and counsel students on academic and career paths that appear to be in their best interest. Student development, growth, and maturity should be the result of the advising program. This handbook also describes useful resources provided by the Student Success Center, including academic policies and procedures, advisor's role and responsibilities, learning resource center, writing resource center, and math tutoring-preparation for placement testing. (VWC)

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ED 440 699

HELPING STUDENTS TAKE CONTROL

A Model of Advising

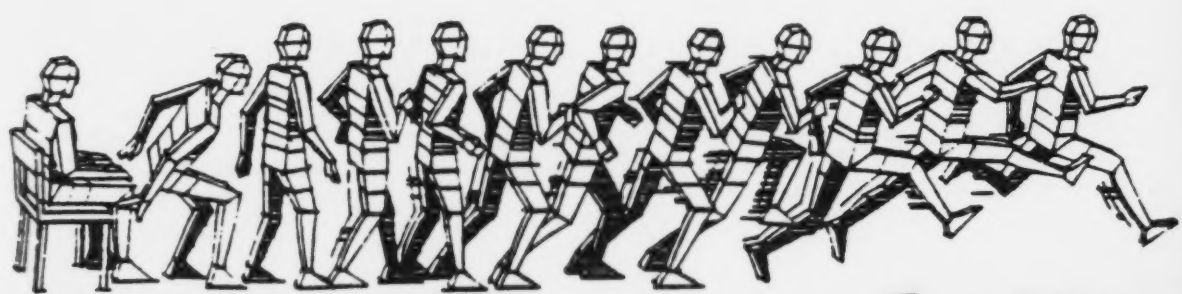
By

Dr. Brenda Moon
Director of The Student Success Center
Faculty Member - Department of Arts and Sciences

And

Reginald Boland
Assistant Vice President of Student Services

Rowan-Cabarrus Community College
Salisbury and Concord, North Carolina



Student Success Center

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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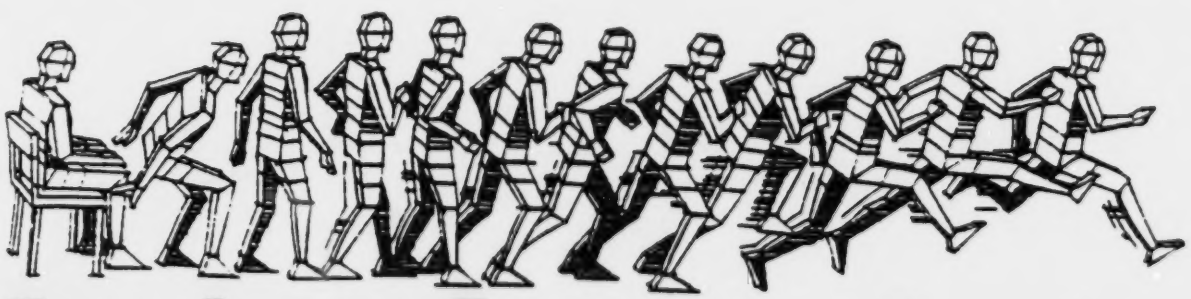
Mission Statement

The mission of the Student Success Center is to provide all entering students enrolled in the STEP AHEAD program with services that will help them attain career and life goals. The mission is fulfilled through improved academic advising and mentoring by dedicated, specially trained advisors. These advisors will provide appropriate academic placement, help identify suitable academic support services, and assist in the students' smooth transition into chosen academic programs.



Student Success Center

STATEMENT OF PHILOSOPHY AND FUNCTIONS OF ACADEMIC ADVISING

STATEMENT OF PHILOSOPHY

Successful and well-directed students are our College's aim. In recognition of the vital role that intensive, comprehensive counseling and advising plays in maximizing the success of new entering students as they identify and plan toward the attainment of their goals, the Student Success Center has been established. The Center is composed of highly trained and carefully selected faculty and staff whose efforts will focus on the successful entry and persistence of these students.

Academic advising is an ongoing, developmental process that assists students in setting and clarifying Life/Career goals and developing an educational plan to reach these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is on going and multifaceted. While the ultimate responsibility for exploring choices and making decisions toward attainment of these goals rests with the student, quality advising is the responsibility of both the advisor and the student. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus and community agencies as necessary.

The faculty and staff are dedicated to providing the time and effort to advise and counsel students on academic and career paths that appear to be in the best interest of the individual student. Student development, growth, and maturity should be the result of the advising program.

The Student Success Center's academic advisors are knowledgeable of the school's programs, policies, and resources; they genuinely care about and can relate to students.

The advising focuses not only on what course to take, but also on why students should take a course. Advisors assist students with decisions concerning program specialities, course options, and employment opportunities. Advisors take a personal interest in students and assist them in developing educational plans that will support each student's aim in life.

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JOB DESCRIPTION
Student Success Center Advisor

1. Be committed to the "Statement of Philosophy" of the Student Success Center. (copy attached)

2. Be knowledgeable of the contents of the Success Center Advising Manual and the RCCC Course Catalog.

3. Make a minimum of 4 to 6 quality contacts with each Advisee per quarter./ Semester (Telephone, letter, face to face)

4. Attend all scheduled meetings of the Student Success Center Advisors unless legitimate scheduling conflict occurs.

5. Respond to all communications from the Success Center coordinators.

6. Provide an average of four (4) contact hours and two (2) clerical hours per week in work directly related to the center and its Advisees.

7. Participate in scheduled activities of the Success Center including professional development, student orientation, registration, drop/add, etc.

8. Fulfill the functions and responsibilities of advising as enumerated below.

ADVISOR'S FUNCTIONS

1. Providing students with information on policies, procedures, and programs of the College.

2. Assisting students in choosing educational and career objectives commensurate with their interests and abilities.

3. Assisting students in exploring the possible short and long range consequences of their choices.

4. Sharing knowledge and expertise in his/her discipline.

5. Assisting students in planning class schedules with both short and long term goals in mind.

6. Making students aware of the range of services and educational opportunities that may be pertinent to their academic objectives at the College.

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STUDENT SUCCESS CENTER COORDINATOR'S TASKS

1. Planning orientation and registration.

2. Filing ASSET sheets of center's prospective advisees.

3. Planning Advisors' meetings- agenda, memos, minutes, etc.

4. Setting schedule for registration.

5. Reminding advisors to send letters to their advisees announcing Advising Week.

6. Writing letters, getting letters signed and printed. making copies and mailing out quarterly questionnaires and letters with enclosed, stamped envelops.

7. Writing and sending out send mailing of quesrtionnaires each quarter.

8. Contacting Linda Hoffner with social security numbers of all center advisees to obtain labels, etc.

9. Contacting Linda Hoffner in preparation for on-line-regustration for each quarter.

10. Reminding advisors of Quarterly reports- ancedotal and charts.

11. Checking all schedules of advisees- checking for possible errors and oversights.

12. Sending out Early Alert forms and memos to faculty members. Distributing Early Alert forms to proper advisors.

13. Handling Alerts from faculty members whose students are not in the center. Directing the Alerts to appropriate adivsors.

14. Problem-solving and general adminiatrative duties.

15. See individuals entering the center when their advisors are not available or they have not been able to contact.

16. Direct messages to advisors from teachers, students, etc. and vise versa.

17. Securing supplies, equipment, seeing to having repairs done, etc.

18. Developing and revising forms, procedures, etc.

19. Coordinating with Reg.

APPLICATION FOR POSITIONS AS ACADEMIC ADVISOR
FOR
RCCC STUDENT SUCCESS CENTER

NAME: _____

DEPARTMENT: _____

OFFICE PHONE NUMBER: _____

HOME PHONE NUMBER: _____

Please answer the questions below if you are interested in serving as an academic advisor during 1994-95 as RCCC begins a new Student Success Center:

1. What attributes do you believe characterize an excellent academic advisor? _____
_____
_____

2. Why do you want to be an academic advisor for the Student Success Center? _____
_____
_____

3. What unique attribute(s) do you have that would make you a good candidate for this project? _____
_____
_____

RETURN TO JENNY EARNHART BY FRIDAY, JUNE 17, 1994

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EARLY ALERT

TO: *All Faculty*

FROM: *Brenda G. Moon*
Student Success Center

DATE: *Oct. 8, 1998*

SUBJECT: *Early Alert Time*

Once again, it is time for the Early Alert! For those who have not used this "warning system" before, this is our effort to contact students to let them know we are concerned about their academic progress.

Faculty members have a choice of two systems of notification. The first is a form individual faculty members can use to notify any or all students in their individual classes of how they are progressing this semester. Some faculty members hand every student in the class an "Early Alert" form. Others simply give one to those students having academic difficulty.

The second option is to fill out one form per class period and send it to the Student Success Center to my attention. I will then check PRIME to determine each student's advisor and pass the "warning" on to him or her. The advisor, in turn, will then contact the student/s and determine if there is any way the faculty, Student Success Center, Student Services, or the academic support services can help the student/s.

Most faculty members have found this procedure helpful. If you have not taken advantage of the process, please try it. If you have used the system in the past, please continue to do so.

We have all enjoyed our increase in enrollment this semester; let's do all we can to assure we retain these students. Thank you for your continued help and support.

Early Alert For Class Use

NOTE: ***The attached form is for use by faculty members who wish to make a list of students needing to be contacted by the Student Success Center. This option is a class wide effort as opposed to an individual student contact by the instructor.***

Date: _____, 19____

COURSE: _____ SECTION_____

INSTRUCTOR: _____ EXT: _____

SOCIAL SECURITY #	NAME	REASON

Please Return Form In An Inter-office Envelope To:

Brenda G. Moon
Student Success Center

To make a telephone referral, please call ext: _____

SSC 05.22.97

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Early Alert For Use By Individual Faculty Members

NOTE: If an individual faculty member prefers, it would be perfectly acceptable to use the attached form to contact students in his or her classes. Simply hand any or all students a "progress report." This way, no student feels singled out, but every student knows where he or she stands academically.

We suggest you do this at the end of the fourth or eighth week. This would coincide with the Early Alert process used by those choosing to use the class wide Early Alert process.

EARLY ALERT REFERRAL FORM

INDIVIDUAL INSTRUCTOR

DATE_____

STUDENT'S NAME _____ SS#_____

COURSE #_____ SEC. #___INSTRUCTOR_____

This is to inform you of your standing in this course as of _____week.

TEST SCORES	OTHER GRADES	ATTENDANCE
_____	_____	_____
_____	_____	
_____	_____	
_____	_____	

Comments:

_____

_____

_____

_____

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COLLEGE FORMS

1. EARLY ALERT REFERRAL FORM
2. EARLY ALERT REFERRAL FORM FOR INSTRUCTORS
3. STUDENT APPOINTMENT LOG
4. STUDENT CHANGE FORM
5. REACTIVATION FORM
6. NOTIFICATION OF NEW ADVISOR ASSIGNMENT
7. ATTENDANCE REPORT
8. APPLICATION FOR ADMISSION
9. DROP/ADD FORM
10. CREDIT BY EXAMINATION
11. REQUEST FOR ARRANGE COURSE
12. REQUEST FOR FIELD TRIP
13. CHANGE OF GRADE FORM
14. APPLICATION FOR GRADUATION
15. TRANSITION SHEET
16. COURSE SUBSTITUTION

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Section 11:

College Forms

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(Students Currently Enrolled In Developmental courses)

INSTRUCTIONS: To be submitted no later than the 45th day of current quar

Name of Student: _____ SS# _____

Developmental Course and Prefix: _____

Section: _____

Instructor: _____

Please indicate the student's progress and/or his/her chances of successfu completing the course relative to this report:

Progress

_____ Satisfactory

_____ Unsatisfactory

Chances For Successful Completion

_____ Yes

_____ No

Please Return To: _____

Developmental Studies Progress Report
(Students Currently Enrolled In Developmental courses)

INSTRUCTIONS: To be submitted no later than the 45th day of current quart.

Name of Student: _____ SS# _____

Developmental Course and Prefix: _____

Section: _____

Instructor: _____

Please indicate the student's progress and/or his/her chances of successful completing the course relative to this report:

Progress

_____ Satisfactory

_____ Unsatisfactory

Chances For Successful Completion

_____ Yes

_____ No

Please Return To: _____

BEST COPY AVAILABLE

MEMO

TO: *All Faculty Members*

FROM: *Brenda G. Moon*

DATE: *Oct. 1, 1997*

SUBJECT: *Early Alert!*

We are now far enough along in the semester that we have a fairly accurate picture of how each student is doing in our classes. We also can see patterns emerging, such as attendance problems, late work or failure to turn in work, and behavioral and attitude problems. Therefore, it is time to communicate our evaluation to our students. We believe the best way to accomplish this, based on our experience over the past four years, is with the Early Alert.

This year, since we have changed to the semester, we decided on a new system. We would like to offer you a choice. Attached is both a form for a compiled list of students who need contacting and an individual instructor's form that can be used by the individual classroom instructor. If you select the second form, it may be a good idea to give each student in the class an individual assessment of where they presently stand in the course. In this way, both successful students and unsuccessful students know where they stand. Either way, communicating with students, we believe, is the best way to retain them.

EARLY ALERT REFERRAL FORM

INDIVIDUAL INSTRUCTOR

DATE_____

STUDENT'S NAME _____ SS#_____

COURSE #_____ SEC. #___INSTRUCTOR_____

This is to inform you of your standing in this course as of _____week.

TEST SCORES	OTHER GRADES	ATTENDANCE
_____	_____	_____
_____	_____	
_____	_____	
_____	_____	

Comments:

_____

_____

_____

_____

Early Alert For Use of Individual Faculty Member

NOTE: *If individual faculty members prefer, it would be perfectly acceptable to use the attached form to contact students in his or her classes. Simply hand any or all students a "progress report." In this way no student would feel singled out, but every student would know where he or she stands academically.*

We suggest you do this at the end of the fourth and/or eigth week. This would coincide with the Early Alert process used by those choosing to use the class wide Early Alert process.

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EARLY ALERT REFERRAL FORM

Date: _____. 19____

COURSE: _____ SECTION_____

INSTRUCTOR: _____ EXT: _____

SOCIAL SECURITY #	NAME	REASON

Please Return Form In An Inter-office Envelope To:

Brenda G. Moon
Student Success Center

To make a telephone referral, please call ext: _____

SSC. 05 22 97

EARLY ALERT REFERRAL FORM

Date: _____. 19____

COURSE. _____ SECTION_____

INSTRUCTOR. _____ EXT: _____

SOCIAL SECURITY #	NAME	REASON

Please Return Form In An Inter-office Envelope To:

Brenda G. Moon
Student Success Center

To make a telephone referral, please call ext: _____

SSC. 05/22/97

MEMO

TO: *All Faculty Members*

FROM: *Brenda G. Moon*

DATE: *Feb. 19, 1998*

SUBJECT: *Early Alert*

We are now far enough along in the semester to have an accurate picture of how each student is doing in our classes. We can also see patterns emerging, such as attendance problems, late work, or failure to turn in work. There may also be signs of inappropriate behavior and/or attitude problems. Therefore, it is time to communicate our evaluation to our students. We believe the best way to accomplish this, based on our experience over the past five years, is with the Early Alert.

This year, since we have changed to the semester plan, we decided to develop a more flexible system. We would like to offer you a choice. Attached is both a form for a complied list of student who need contacting which the Student Success Center will handle, or an individual instructor's form that you can choose to use in each of your classes. If you select the second form, simply fill out the forms and hand them to your students. It would probably be a good idea, if you choose the second option, to give an Early Alert form to each student in the class to let him or her know how he or she is progressing. If you choose the first option, simply fill out a form for each class and return it to me. Either way, communicating with students, we believe, is the best way to retain them.

Thank you for your interest in students.

EARLY ALERT POLICY

The Early Alert Referral has changed somewhat with the new semester reengineering. Because it is more likely that students will get behind, get discouraged, dropout, etc., there is a definite need to keep a close watch on each individual's progress in his or her course work.

Therefore, if a student is exhibiting problems at the end of the fourth week, please fill out an "Early Alert Sheet" and send it to the Student Success Center. Advisors will then be notified and should contact the advisee. Advisors can offer to assist students in solving the problem. Often, all that is necessary is to clarify some issue between a faculty member and a student, or simply to clarify some school policy. If the problem is beyond the realm of faculty expertise, contact Student Services. Whatever, we need to really zero in on this process as we begin the semester conversion.

In addition, faculty members should feel free to once again make a quick check of students' progress at about the eighth week. If there are those needing contacting, instructors should simply repeat this process. Only in this way can we help our students as they adjust to the new semester scheduling.

STUDENT APPOINTMENT LOG
_____QUARTER

STUDENT NAME	PHONE #	ID #	APPOINTMENT		TIME		STUDENT
			DATE	TIME	IN	OUT	INITIAL

APPT-LOG.95

(PLEASE PRINT)

NAME _____ SOCIAL SECURITY NO. _____
LAST FIRST MIDDLE/MAIDEN

PRESENT CURRICULUM _____

NEW CURRICULUM DESIRED _____

DAY CLASSES _____ EVENING CLASSES _____ NORTH _____ SOUTH _

Is it your intention to complete degree/diploma or certificate requirements: _____ YES _

NAME OR ADDRESS CHANGE:

FROM:

NAME _____

ADDRESS _____

_____

PHONE NO. _____

TO:

NAME _____

ADDRESS _____

_____

PHONE NO. _____

DATE YOU WISH CHANGE TO BE EFFECTIVE _____

SIGNATURE _____ DATE _____

(If you are considering nursing, radiography, or dental assisting, a new application is requi

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STUDENT INFORMATION CHANGE FORM
(PLEASE PRINT)

NAME _____ SOCIAL SECURITY NO. _____
LAST FIRST MIDDLE/MAIDEN

PRESENT CURRICULUM _____

NEW CURRICULUM DESIRED _____

DAY CLASSES _____ EVENING CLASSES _____ NORTH _____ SOUTH ___

Is it your intention to complete degree/diploma or certificate requirements: _____ YES ___

NAME OR ADDRESS CHANGE:

FROM:

NAME _____

ADDRESS _____

_____

PHONE NO. _____

TO:

NAME _____

ADDRESS _____

_____

PHONE NO. _____

DATE YOU WISH CHANGE TO BE EFFECTIVE _____

SIGNATURE _____ DATE _____

(If you are considering nursing, radiography, or dental assisting, a new application is require

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REACTIVATION FORM
(PLEASE PRINT)

NAME _____
LAST FIRST MIDDLE/MAIDEN SOCIAL SECURITY NO.

ADDRESS _____
STREET CITY ZIP

PHONE _____ DATE _____

REACTIVATE TO WHICH PROGRAM: _____

_____ DAY _____ EVENING _____ NORTH CAMPUS _____ SOUTH CAMP

DATE OF ENROLLMENT: _____ FALL _____ SPRING _____ SUMMER

(If you are considering nursing, radiography, or dental assisting, a new application is required.)

FOR OFFICE USE ONLY

ADVISOR: _____

REACTIVATION WAS COMPLETED: _____
DATE ***INITIALS***

REACTIVATION FORM
(PLEASE PRINT)

NAME _____
LAST FIRST MIDDLE/MAIDEN SOCIAL SECURITY NO.

ADDRESS _____
STREET CITY ZIP

PHONE _____ DATE _____

REACTIVATE TO WHICH PROGRAM: _____

_____ DAY _____ EVENING _____ NORTH CAMPUS _____ SOUTH CAMPU

DATE OF ENROLLMENT: _____ FALL _____ SPRING _____ SUMMER

(If you are considering nursing, radiography, or dental assisting, a new application is required.)

FOR OFFICE USE ONLY

ADVISOR: _____

REACTIVATION WAS COMPLETED: _____
DATE ***INITIALS***

NOTIFICATION OF NEW ADVISOR ASSIGNMENT

STUDENT:_____ **NEW ADVISOR:**_____

SOCIAL SECURITY #:_____ **PREVIOUS ADVISOR:**_____

ADDRESS:_____ **DATE OF ASSIGNMENT:**_____

_____ **PHONE:** _____

RECOMMENDATIONS/COMMENTS:

_____

_____

_____

CURRENT ENROLLED CLASSES:_____ _____ _____

_____ _____ _____

The student noted above has been enrolled in the Student Success Center. The student has progressed and the Student Success Center Advisor has determined that assignment to a Program Advisor is now appropriate. This form is notification of the re-assignment and serves as a link to the previous advising in the Student Success Center.

10/11/95

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ROWAN-CABARRUS COMMUNITY C

COURSE	SEC	TITLE	DAYS	TIME

SEPT 19__	JAN 19__	TERM	20% DATE

ATTENDANCE REPORT

ID NUMBER	STUDENT NAME	MAJOR	E	A	CL	WITHDRAW DROP DATE	GRD

CODES

E = ENTERING FIRST DAY OF ATTENDANCE
A = ABSENT
W = WITHDRAWAL
T = TRANSFER
R = READMIT

I HEREBY CERTIFY THIS ATTENDANCE REPORT IS ACCURATE.

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BEST COPY AVAILABLE

Application For Admission

Rowan-Cabarrus COMMUNITY COLLEGE

Post Office Box 1595
Salisbury, NC 28145-1595
Phone (704) 637-0760

Rowan-Cabarrus Community College is an Equal Opportunity/Affirmative Action College which provides educational opportunities regardless of sex, race, color, creed or national origin.

GENERAL INFORMATION

Please Print All Information

Social Security Number

Last Name

First Name

Middle Name

Maiden Name

Mailing Address (Street, Route, P.O. Box, Apt.)

City State Zip

( ) Home Phone ( ) Business Phone

Please complete this section for statistical purposes only

County of Residence (Rowan, Cabarrus, etc.)

Sex: ☐ Male ☐ Female

Birthdate: ____/____/____

Marital Status:
☐ Single ☐ Divorced ☐ Married ☐ Widowed

Race/Ethnic Group:
☐ White ☐ Black ☐ Indian ☐ Hispanic ☐ Asian

Employment Status:
☐ Full-Time ☐ Part-Time ☐ Unemployed

Employed From: _____ Hours To: _____ Hours

EDUCATIONAL INFORMATION

Please circle highest grade completed *and* degree received:

8 9 10 11 12 13 14 15 16 Adult High School Diploma* GED*

- One Year Vocational Diploma
- Associate Degree
- Bachelor's Degree
- Master's Degree or Higher

Name of High School _____ Graduation Date: _____

High School Address _____ County

***If you did not complete high school, but received a GED or an Adult High School Diploma, please list the school and the location where awarded and the completion date:**

School _____ Location _____ Date Completed: _____

Please list any colleges attended and dates of attendance:

_____ _____

_____ _____

ENROLLMENT INFORMATION

Have you enrolled at RCCC before? ☐ YES ☐ NO

If YES, Program of Study

Dates of Previous Attendance

Name Under Which You Attended, If Different From Above

I plan to enroll as follows (please check) ☐ Day Program ☐ Evening Program ☐ Full-Time ☐ Part-Time

☐ Fall Semester ☐ Spring Semester ☐ Summer Term 19____ Year ☐ North Campus (Rowan County) ☐ South Campus (Cabarrus County)

Please complete both sides

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REGISTRATION CHANGE NOTICE – Curriculum Division

SALISBURY, NORTH CAROLINA

☐ Mr. ☐ Mrs. ☐ Miss. Name of Student (Last Name, First, Middle)

Social Security Number

Last Date in Attendan

☐ Fall ☐ Spring ☐ Winter ☐ Summer

Year 19 ___

Curriculum Code

☐ Day ☐ Evening

Advisor

Advisor

ADD

COURSE SYMBOL & NO.	SEC.	CREDIT HOURS	CONTACT HOURS	INSTRUCTOR	ROOM NO.	MONDAY HOURS	TUESDAY HOURS	WEDNESDAY HOURS	THURSDAY HOURS	FRIC HOU

DROP

COURSE SYMBOL & NO.	SEC.	CREDIT HOURS	CONTACT HOURS	INSTRUCTOR	ROOM NO.	MONDAY HOURS	TUESDAY HOURS	WEDNESDAY HOURS	THURSDAY HOURS	FRIC HOU

SIGNATURE OF STUDENT

SIGNATURE OF ADVISOR

SIGNATURE OF STUDENT PERSONNEL & DATE

SIGNATURE OF BUSINESS MANAGER

ORIGINAL REGISTRATION RECEIPT NO. & DATE

	AMOUNT
TUITION DUE	
REGISTRATION CHANGE FEE	
TUITION REFUND/CHECK NUMBER	
OTHER REFUNDS	

BEFORE CHANGE

Cr. Hrs. _____ Cont. Hrs. _____

AFTER CHANGE

Cr. Hrs. _____ Cont. Hrs. _____

VALIDATION AREA

REASON FOR CHANGE _____

NOTE. Student initiates this form and obtains necessary signatures of advisor, student personnel director and/or registrar. student will then present the form to the business manager for clearance and necessary action.

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RCCC
Rowan-Cabarrus Community College

Post Office Box 1595
Salisbury, North Carolina 28145
Phone 704 637-0760

CREDIT BY EXAMINATION

1. I, _____ request permission to take an examination
PRINT STUDENT NAME

for credit in _____
(Course Name and Number) (Credit Hours)

I understand that credit by proficiency examination is not given until I am officially enrolled in Rowan-Cabarrus Community College and have completed the examination.

_____
(SIGNATURE OF STUDENT) (SOCIAL SECURITY NO.) (DATE)

2. Credit (PC) for above course is granted: Yes ___ No ___

_____
(SIGNATURE OF INSTRUCTOR OR PROGRAM HEAD) (DATE)

3. Student is officially enrolled in Rowan-Cabarrus Community College, and a PC grade has been entered on student academic record.

_____
(DIRECTOR OF RECORDS) (DATE)

NOTICE: The grade of "PC" will be entered on the student transcript with no quality points given.

Credit by examination began at _____a.m./p.m. and ended at_____a.m./p.m.

(See reverse side for instructions)

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REQUEST FOR ARRANGED COURSE--Credit by Examination

DIRECTIONS: Arranged courses can be developed for students who believe they are proficient in a su and wish to request credit by examination. If the course is not offered during the current quarter, the c can be added as an arranged section using section number 625. The day and time will be shown as TB be Arranged), and only the amount of time required to take the examination can be counted for FTE. A C by Examination form must be completed. Please use the space below to request an arranged section c nature:

COURSE NUMBER	SEC. NO.	TITLE	CR. HR.	CON. HR.	DAYS & TIMES	ROOM NO.	INSTRUC
	625				TBA		

NAME OF STUDENT(S)

REQUESTED BY: _____ Date

APPROVED BY: _____
Program Head Date

_____
Academic Dean Date

_____
Vice President, Academic Programs Date

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Request for Field Trip

Date _____

Name of Instructor _____ Department _____

Name of Class _____ Date of Field Trip _____

Place _____

Contact Person _____ Phone # _____

Departure Time _____ Approximate Return Time _____

List of Students who will be Participating:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

NOTE: ***Class convenes and dismisses at location.***

❑ Approval Recommended
❑ Approval Not Recommended

_____
Program Head / Program Director

❑ Approval Recommended
❑ Approval Not Recommended

_____
Appropnate Dean

❑ Approval Recommended
❑ Approval Not Recommended

_____
Vice President Academic Programs or

❑ Approval Recommended
❑ Approval Not Recommended

_____
Vice President, South Campus and External Programs

SSC '94

Rowan-Cabarrus Community College
Salisbury, North Carolina
Phone 704 637-0760

CHANGE OF GRADE FORM

STUDENT SERVICES IS AUTHORIZED TO CHANGE THE GRADE OF:

_____

Student's Name Social Security Numb

_____

Course & Section Number Credit Hour

For _____ Quarter, 19____

From _____ to _____
Grade Grade

Reason for changing grade:

_____

_____

_____

_____

Instructors Signature _____ Date _____

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Revised 7/95

Application for Graduation

Date Applied _____ Telephone No. _____

Please Print Name As You Wish It To Appear on Your Degree or Diploma:

I, _____
Last First Middle S S #

_____
Address City State Zip

expect to complete graduation requirements in _____ **Curriculum**
by _____.
Month Year

Please check one: Degree ❑ Diploma ❑ Certificate ❑ College Transfer/Liberal Art ❑

IF YOU DO NOT PLAN TO ATTEND THE GRADUATION CEREMONY, PLEASE SIGN BELOW.

Signature _____

FOR OFFICE USE ONLY

Cumulative Grade Point Average at Graduation _____

CAP AND GOWN ORDER

Check One:

Male ❑ Female ❑ Weight _____ Height: Ft. ____ In. ____

XS	S	M	L	XL
___ 6 1/4	___ 6 1/2	___ 6 7/8	___ 7 3/8	___ 7 3/4
___ 6 3/8	___ 6 5/8	___ 7	___ 7 1/2	___ 7 7/8
	___ 6 3/4	___ 7 1/8	___ 7 5/8	___ 8
		___ 7 1/4		___ 8 1/8

Quarter Hour to Semester Hour Transition Sheet

Program: ACCOUNTING

Name of Student: SS #:

The college reserves the right to make changes in the following courses as necessa provisions of this document are not to be regarded as a contract between the stude the college.

Check courses completed under the old quarter system (through spring quarter of 1997).

Check courses that were met by quarter hour course content, plus courses completed beginning summer term 1997.

QUARTER HOUR SYSTEM	QH		SEMESTER HOUR SYSTEM	AAS
General Education			**General Education**	
Communications			**Communications**	
*ENG 110 English Composition	5		*ENG 111 Expository Writing	3
ENG 115 Technical Writing	4		ENG 114 Professional Research & Reporting	3
ENG 201 Oral Communications	3		COM 231 Public Speaking	3
Math/Science			**Math/Science**	
*MAT 107 Intro. to Mathematical Thinking	5		*MAT 140 Survey of Mathematics OR	3
No Equivalent	0		*MAT 171 Precalculus Algebra	
Social Science			**Social Science**	
PSY 101 General Psychology	5		PSY 150 General Psychology	3
Humanities			**Humanities**	
Elective	3		Elective	3
Major and Related			**Core and Other Major**	
ACC 120 Accounting Principles I	4		ACC 120 Principles of Accounting I	4
ACC 121 Accounting Principles II	4			
ACC 122 Accounting Principles III	4		ACC 121 Principles of Accounting II	4
ACC 212 Intermediate Accounting I	5		ACC 220 Intermediate Accounting I	4
ACC 213 Intermediate Accounting II	5			
ACC 214 Intermediate Accounting III	5		ACC 221 Intermediate Accounting II	4
ACC 215 Cost Accounting I	5		ACC 225 Cost Accounting	3
ACC 216 Cost Accounting II	5			
ACC 218 Taxes I	5		ACC 131 Federal Income Taxes	3
ACC 219 Taxes II				
ACC 220 Auditing	5		ACC 289 Auditing	3
ACC 221 Not-For-Profit Accounting	5		ACC 240 Gov. & Not-For-Profit Accounting	3
BUS 118 Business Law	5		BUS 115 Business Law I	3
*BUS 130 Business Math	5		BUS 121 Business Math	3
ECO 106 Microeconomics	5		ECO 251 Principles of Microeconomics	3
CAS 183 or CAS 184	4		CIS 120 Spreadsheet I	3
CAS/CSC Elective	4		ACC 150 Computerized General Ledger	2
CAS/CSC Elective	4		BUS 225 Business Finance	3
CAS/CSC Elective	2		CIS 111 Basic PC Literacy	2
			Select 4-6 semester hour credits from the following:	4-6
			ACC 140 Payroll Accounting 2	0
			BUS 125 Personal Finance 3	0
			BUS 137 Principles of Mgmt. 3	0
COE or Elective	6		BUS 217 Employment Law and Regulations 3	0
			CIS 112 Windows 2	0
			CIS 152 Database Concepts and Applications 3	0
			CIS 165 Desktop Publishing I 3	0

* Students must meet ASSET test score or have completed required developmental course(s) before registering for this course.

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3 Continued on next page

ROWAN-CABARRUS COMMUNITY COLLEGE
STUDENT REGISTRATION
Academic Programs Division

SOCIAL SECURITY #	LAST NAME	FIRST NAME	MIDDLE NAME	DAT

Semester: ___ Fall ___ Spring ___ Summer Term	*YEAR:* 19 _____	___ Full-Time ___ Part-T
___ Day ___ Evening	*CURRICULUM CODE:*	*ADVISOR:*

SHORT TERM GOALS: (Check *ONLY* One)

_____ 1 - Prepare for transfer to four year college or university
_____ 2 - Gain skills necessary to enter new occupation
_____ 3 - Gain skills necessary to retrain, remain current, advance in current job
_____ 4 - Satisfy personal objective
_____ 5 - Improve basic reading, writing, or math skills

STATUS OF EMPLOYMENT: (Check *ONLY* Onc

_____ 1 - Retired
_____ 2 - Unemployed - Not seeking employment
_____ 3 - Unemployed - Seeking employment
_____ 4 - Employed 1-10 hours per week
_____ 5 - Employed 11-20 hours per week
_____ 6 - Employed 21-39 hours per week
_____ 7 - Employed 40 or more hours per week

TENTATIVE SCHEDULE

COURSE & NUMBER	SEC #	CR HRS	CON HRS	MONDAY HOURS	TUESDAY HOURS	WEDNESDAY HOURS	THURSDAY HOURS	FRIDAY HOURS	BLDG/ RM #	INSTRUC

TOTAL HOURS				

BEST COPY AVAILABLE *STUDENT SIGNATURE* *ADVISOR SIGNATURE*

MEMORANDUM

TO: Eddie H. Myers, Vice President of Student Services

FROM: _____, Advisor

DATE: _____

SUBJECT: Course Substitution for _____ (Student)

I recommend the following course substitution(s) for the above-named student in the _____ _____ Curriculum.

REQUIRED COURSE	SUBSTITUTION

These courses are equal in credit and comparable in value to the student. Please allow this substitution upon successful completion.

COURSE SUBSTITUTION APPROVED BY:

_____ _____
Program Head Date

_____ _____
Academic Dean Date

_____ _____
Vice President, Academic Programs Date

ROWAN-CABARRUS COMMUNITY COLLEGE

BEGINNING STUDENT SURVEY
SATISFACTION WITH ADVISING

Directions: It is important that students in college receive good advising services. Please help us to determine how well advising services are working by completing this survey. It is very important to us.

I attend classes at: _____ North Campus (Salisbury) _____ South Campus (Concord) _____ Both

Please check 'yes' or 'no' for each question.	YES	NO
1. I know my advisors' name.		
2. I know how to contact my advisor.		
3. My advisor assisted me in the registration process.		

Please circle the number indicating your level of satisfaction for each question.	NOT AT ALL SATISFIED	SOMEWHAT SATISFIED	SATISFIED	WELL SATISFIED	VERY SATISFIED
1. Overall my advisor has been a valuable resource to me as a new student at RCCC.	1	2	3	4	5
2. My advisor was in contact with me this term (telephone, letter, in person).	1	2	3	4	5
3. I was able to contact my advisor as I needed to (phone, office visit).	1	2	3	4	5
4. My advisor informed me about services available to me such as counseling, tutoring, writing center, etc.	1	2	3	4	5
5. My advisor assisted me in determining or clarifying my career goals.	1	2	3	4	5
6. My advisor assisted me in developing plans to reach my goals.	1	2	3	4	5
7. My advisor has helped me to understand my responsibilities as a student.	1	2	3	4	5
8. My overall rating of the advising program at RCCC.	1	2	3	4	5

COMMENTS:

ROWAN-CABARRUS COMMUNITY COLLEGE

STUDENT SUCCESS CENTER STUDENTS' *SATISFACTION WITH ADVISING SERVICES*

Directions: *You* and *your advisor* are members of the *Student Success Center* at RCCC. Please help us to determine how well our advising program through the Success Center is working by completing this survey. It is very important to us.

I attend classes at: _____ North Campus (Salisbury) _____ South Campus (Concord) _____ Both

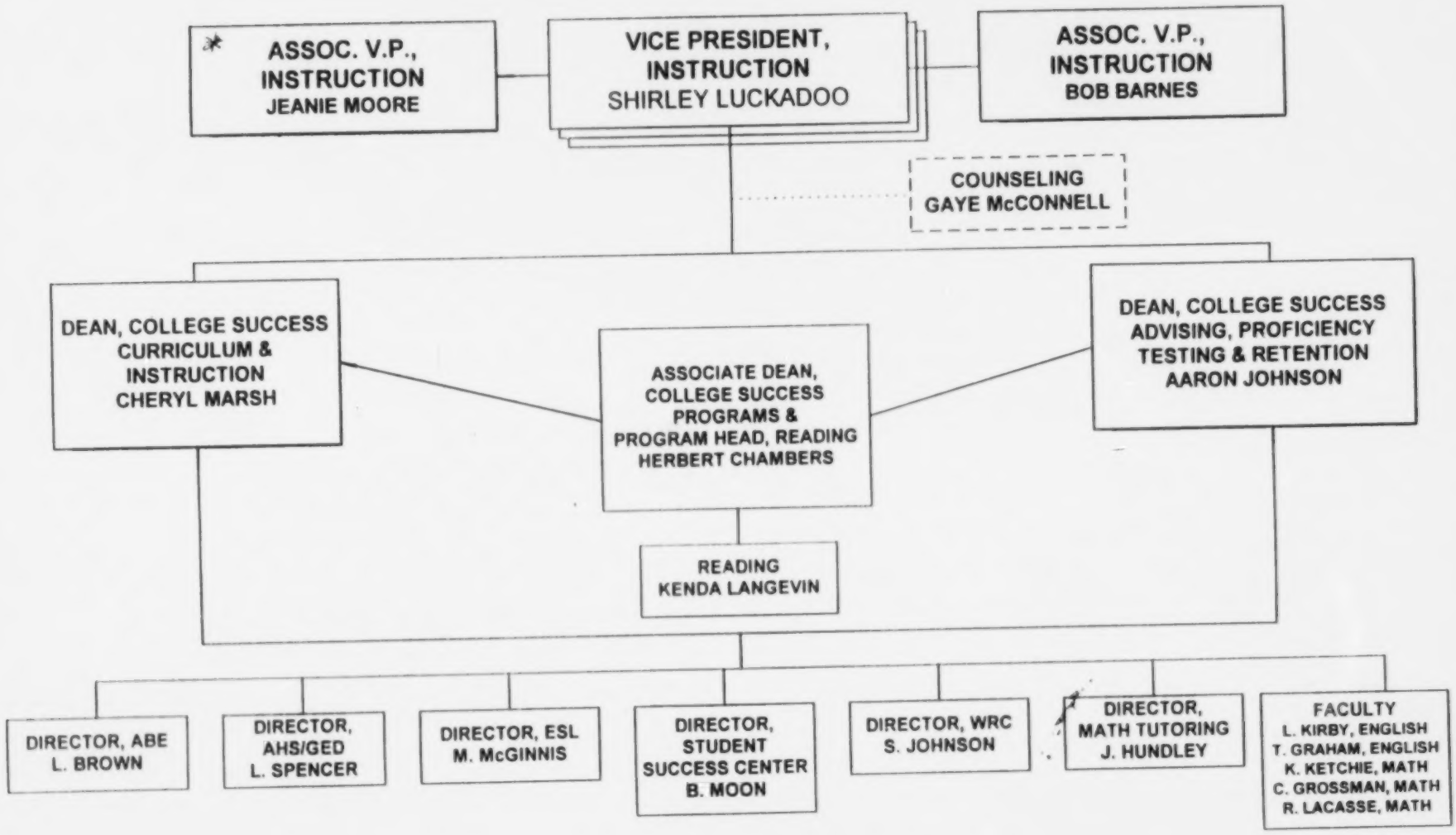
Please check 'yes' or 'no' for each question.	YES	NO
1. I know my advisors' name.		
2. I understand that my advisor and I are part of the Student Success Center.		
3. I know where the Student Success Center is located.		
4. The Success Center should be open at night.		
5. I know how to contact my advisor.		
6. My advisor or the Student Success Center assisted me in the registration process.		

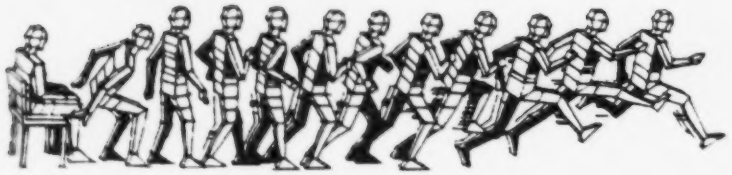
Please circle the number indicating your level of satisfaction for each question.	NOT AT ALL SATISFIED	SOMEWHAT SATISFIED	SATISFIED	WELL SATISFIED	VERY SATISFIED
1. Overall my advisor has been a valuable resource to me as a new student at RCCC.	1	2	3	4	5
2. My advisor was in contact with me this term (telephone, letter, in person).	1	2	3	4	5
3. I was able to contact my advisor as I needed to (phone, office visit).	1	2	3	4	5
4. My advisor informed me about services available to me such as counseling, tutoring, writing center, etc.	1	2	3	4	5
5. My advisor assisted me in determining or clarifying my career goals.	1	2	3	4	5
6. My advisor assisted me in developing plans to reach my goals.	1	2	3	4	5
7. My advisor has helped me to understand my responsibilities as a student.	1	2	3	4	5
8. My overall rating of the advising program at RCCC.	1	2	3	4	5

COMMENTS:

COLLEGE SUCCESS PROGRAMS

August 20, 1999





STEPPING AHEAD

WELCOME TO THE STUDENT SUCCESS CENTER

The **Student Success Center** was designed to assist new students reach their academic and life goals by providing one-on-one assistance from your student success advisor. The advisors also help you use the college resources that are available. The center is located in Room 127 at North Campus and Room 2213 at South Campus.

ABOUT THE STUDENT SUCCESS CENTER

Statement of Philosophy and Functions of Advising	List of advisors	Student Success Services	General Advising Tips for Academic Advising

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USEFUL RESOURCES

Academic Policies and Procedures	Learning Resource Center	Writing Resource Center	Math Tutoring - Preparation for Placement Testing

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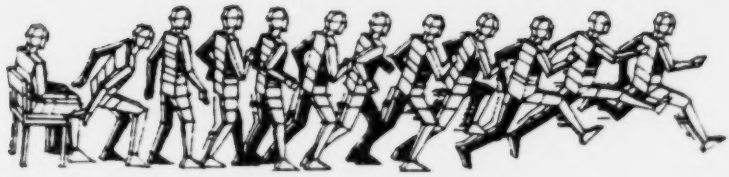

STEPPING AHEAD

MEET THE STUDENT SUCCESS ADVISORS

PHOTO	PHOTO	PHOTO
Christine Anderson Mathematics/Advisor South Campus - Ext. 317 andersonc@rcec.cc.nc.us	**Katie Ballard** Counselor/Advisor North Campus - Ext. 316 ballardk@rcec.cc.nc.us	**Reg Boland** Counselor/Advisor North Campus - Ext. 227 bolands@rcec.cc.nc.us
PHOTO	PHOTO	PHOTO
Herb Chambers Developmental Studies/Advisor South Campus - Ext.281 chambersh@rcec.cc.nc.us	**Mark Ebersole** Counselor/Advisor North & South Campus Ext. 217 ebersolem@rcec.cc.nc.us	**Karen Gordon** Biology/Advisor North Campus - Ext. 397 gordonk@rcec.cc.nc.us
PHOTO	PHOTO	PHOTO
Dennis Hinz Social Sciences/Advisor North Campus - Ext. 315 hinzd@rcec.cc.nc.us	**Kenda Langevin** Developmental Studies/Advisor North Campus - Ext. 357 langevink@rcec.cc.nc.us	**Terri McKnight** Mathematics/Advisor South Campus - Ext. 555 mcknightt@rcec.cc.nc.us

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PHOTO	PHOTO	PHOTO
Karen Mitchell Mathematics/Advisor North Campus - Ext. 311 mitchellk@rccc.cc.nc.us	Brenda Moon Director, Student Success Center North Campus - Ext. 363 moonb@rccc.cc.nc.us	Glenda Morrison Counselor/Advisor North Campus - Ext. 215 morrisong@rccc.cc.nc.us
PHOTO	PHOTO	PHOTO
Troy Mullis Social Sciences/Advisor South Campus - Ext. 554 mullist@rccc.cc.nc.us	Taffey Graham English/Advisor South Campus -Ext. grahamt@rccc.cc.nc.us	Sue Cunningham Business Admin./Advisor South Campus -Ext.556 2nd Semster

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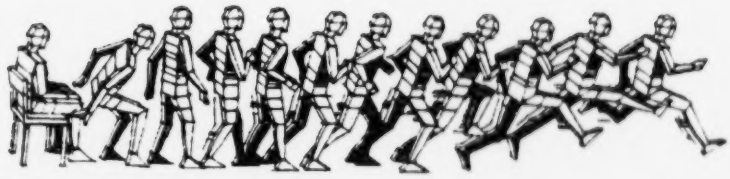

STEPPING AHEAD

STATEMENT OF PHILOSOPHY:

Successful and well directed students are our College's aim. In recognition of the vital role that intensive, comprehensive counseling and advising plays in maximizing the success of new entering students as they identify and plan toward the attainment of their goal, the Student Success Center has been established. The Center is composed of highly trained and carefully selected faculty and staff whose efforts will focus on the successful entry and persistence of these students.

Academic advising is an ongoing, developmental process that assists students in setting and clarifying Life/Career goals and developing an educational plan to reach these goals. It is a decision making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is on going and multifaceted. While the ultimate responsibility for exploring choices and making decisions toward attainment of these goals rests with the student, quality advising is the responsibility of both the advisor and the student. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus and community agencies as necessary.

The faculty and staff are dedicated to providing the time and effort to advise and counsel students on academic and career paths that appear to be in the best interest of the individual student. Student development, growth, and maturity should be the result of the advising program.

The Student Success Center's academic advisors are knowledgeable of the school's programs, policies, and resources; they genuinely care about and can relate to students.

The advising focuses not only on what course to take, but also on why students should take a course. Advisors assist students with decisions concerning program specialties, course options, and employment opportunities. Advisors take a personal interest in students and assist them in developing educational plans that will support each student's aim in life.

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ADVISOR'S FUNCTION

1. Providing students with information on policies, procedures, and programs of the College.
2. Assisting students in choosing educational and career objectives commensurate with their interests and abilities.
3. Assisting students in exploring the possible short and long range consequences of their choices.
4. Sharing their knowledge and expertise in their discipline.
5. Planning students' class schedules at least one year ahead, if possible.
6. Making students aware of the range of services and educational opportunities that may be pertinent to their academic objectives at the College.

WHAT ADVISING IS

a continuous process with an accumulation of personal contacts between advisor and student. These contacts have both direction and purpose.

concern for quality-of-life issues, and the advisor has a responsibility to attend to the quality of the student's experience in college.

goal related. The goals should be established and owned by the student and should encompass academic, career, and personal development areas.

advisors seeking to become role models for students to emulate, specifically behaviors that lead to self responsibility and self directness.

advisors integrating the services and expertise of both academic and professional support staff and services.

advisors utilizing as many campus and community resources as possible.

RESPONSIBILITIES OF ADVISORS

1. Contact student by way of a welcome letter within two weeks of receipt of routing slip.
2. Make an appointment with student for initial conference within two weeks of receiving completed advisor folder.
3. Inform student of both advisor and advisee responsibilities in advisor-advisee relationship.
4. Discuss and determine Life/Career goals that the advisee has at this time.
5. Assist the advisee in setting up an educational plan to obtain set goals.

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5. Assist the advisee in setting up an educational plan to obtain set goals.
6. Assist advisees in the selection and scheduling of courses. Consult the catalog for course prerequisites and the Academic Load regulations. Be sure to utilize the ASSET Report provided in student folder to help with course placement.
7. Keep a record in the advisee's folder of courses attempted, grades earned, and credits transferred from other institutions.
8. Explain add, drop, and withdrawal policies to the advisee.
9. Inform the advisee how he/she may schedule future appointments.
10. Contact and schedule appointments with advisees prior to early registration.
11. Check any changes in educational plan during early registration.
12. Encourage transfer advisees to contact transfer institution(s) for information concerning admissions and transfer of credit.

RESPONSIBILITIES OF ADVISEES

1. Contact advisor upon receipt of welcome letter.
2. Accept the responsibility of registering for, attending and completing classes.
3. Schedule and attend course planning sessions with the advisor for early registration.
4. Pay for courses on the day that the student registers.
5. Be familiar with drop, add and withdrawal policies of the college as stated in the catalog.
6. Obtain advisors signature on the appropriate form when dropping or adding a course.
7. Become familiar with the degree or certificate program requirements of his/her chosen program.
8. Become familiar with the transfer requirements of any institution to which transfer is desired.

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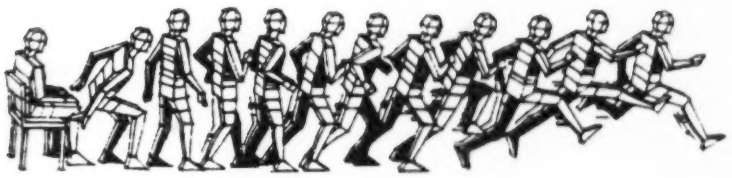

STEPPING AHEAD

STUDENT SUCCESS CENTER SERVICES

CENTRALIZED ADVISING SERVICES

Located in building 100 adjacent to Student Services on the North Campus and on the second floor of Building 2000 on South Campus is a group of academic advisors selected to provide the following services:

1. Academic advising for all new students needing any developmental work. This includes preparation and registration for students until they are ready to be transitioned out of the center.
2. Academic advising for new students who are placed into developmental courses. Emphasis is placed on completing all developmental courses before transition to a program advisor.
3. Support and follow-up activities regarding ASSET, assessment of goals, plans, background, needs, and requests for help.
4. Interpretation and guidance in all assessment results, placement guidelines, and registration procedures.
5. Systematic **mentoring** activities to support the personal and academic development and persistence of each student.
6. Referral to appropriate agencies and persons with skills and services outside the qualifications of Student Success Advisors.

Services available by appointment and as a walk-in basis as per published schedule.

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COUNSELING AND CAREER DEVELOPMENT PROVIDE TO STUDENTS:

1. Individual counseling - career development, academic probation, suspension, personal development, educational counseling and guidance.
2. Personal growth groups - topics related to personal, academic growth and development.
3. Assessment service - interpretation of scores and placement in appropriate entry level courses.
4. Career development workshops - free workshops to help enrolled/prospective students learn about their interest, and how they relate to their career choice. Guided career exploration.
5. Undecided student advising - for students who have not made a program choice or wish to change their choice; assistance with self-awareness, decision making, career exploration, and course selection.

SERVICES FOR FACULTY AND STAFF:

The Student Success Center provides the following services to RCCC faculty and staff:

1. Classroom presentations - Advisors are available upon request to give presentations to students on various topics. Topics include career development issues, classroom success skills, and personal development, etc.
2. Early Alert Systems - A System for the referral of students experiencing academic or personal problems. Feed back to faculty regarding assistance provided to student is provided upon request.
3. Information Exchange - Regular interaction with faculty and staff to facilitate the exchange and updating of information regarding RCCC programs and services.
4. Training Sessions - The Center provides training in On-Line registration and advising procedures and methods. In addition - the Center offers advising pointers for those individuals requesting assistance.

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PLACEMENT TESTING SERVICES - THE ASSET SUCCESS SEMINAR

ASSET is the placement testing program required of all students applying for admission to RCCC. It includes assessments in writing, reading, math, and algebra. ASSET is presented in a Success Seminar format which includes orientation and pre advisement components. Each student receives a Student Advising Report (SAR or yellow sheet) which included scores, background information, plans, goals, requests for help, and other pertinent information. A copy is also sent to the advisor, and additional copies may be requested from Student Services.

ASSET sessions occur on the North Campus on Tuesday at 8:30 a.m. and 6:00 p.m. and on the South Campus on selected Thursdays at 8:30 a.m. and 6:00 p.m. Each session lasts approximately 3 hours. Additional sessions are scheduled during registration periods.

A student with 24 or more quarter hours of college credit (18 semester hours) with an average grade of "C" or better may be exempted. A student planning to take only one or two classes may be exempted. No exemptions apply to applicants for an Allied Health program. Contact Student Services for any necessary clarifications.

A student may re-test on any or all of the ASSET tests one time within a twelve month period. Re-testing can only occur at specific re-test sessions. Scheduling information for re-tests is available through Student Services.

The Decision Zone Advising Guide, which details placement for all programs based on ASSET scores, is available through Student Services.

ACADEMIC AND PERSONAL ADJUSTMENT REFERENCE LIST

EARLY ALERT PROGRAM

Outlined below is a listing of academic and personal adjustment concerns that may affect a student academic performance in the classroom. This list is not comprehensive, however, it may serve as a tool for identifying students who may benefit from participation in the **EARLY ALERT PROGRAM.**

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ACADEMIC CONCERNS:

- Poor class attendance
- Need to seek tutorial assistance
- Low quiz or test grades
- Lack of interest in subject
- Little or no participation in class discussions
- Submits class assignments late
- Difficulty handling course workload
- Poor study habits
- Exhibits lack of confidence in dealing with course materials (fear of course)
- Does not follow instructions outlined for course work (test, quiz, homework assignments)

PERSONAL ADJUSTMENT CONCERNS:

- Financial problem
- Medical problem
- Child care problem
- Personal/social problem
- Involvement in too many extracurricular activities
- Experiencing emotional and/or physical stress

REFERRAL INSTRUCTIONS

VIA MAIL:

1. Complete the Early Alert Referral form.
2. Mail the Early Alert Referral form in a campus envelope to:

   Attention: (name of the student's advisor or if unknown, to
   Student Success Center
   Brenda Moon)
   Building 100

VIA TELEPHONE:

1. Call the Student Success Center (Extension 363). Brenda G. Moon is the Early Alert contact person. (If it is an emergency, please indicate when you call).
2. Be prepared to the following information to the secretary if Brenda is not in:
   - Student's name and Social Security number.
   - A short Synopsis explaining the reason for the referral.
   - Your name, office location, and telephone number.

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- Department, course number, and section.

3. Inform the secretary if you would like to receive follow-up information concerning the student's progess.

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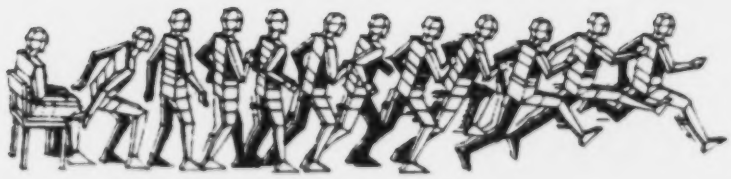

STEPPING AHEAD

WRITING RESOURCE CENTER

PURPOSE

The purpose of the Writing Resource Center is to help Rowan-Cabarrus Community College students by providing assistance with all written assignments.

RESOURCES AVAILABLE

There are computerized programs in basic grammar and paragraph construction. In addition, computers are available for constructing and editing assigned written work for any curriculum course. Writing instructors are available to help students with writing assignments.

HOW TO USE THE WRC

1. Once each semester students must obtain a faculty refeerral form in order to use the WRC.
2. Each semester, students must fill out a student information sheet.
3. Students can drop by or call for an appointment. It is best to make an appointment ahead of time to assure the availability of an instructor for the time assistance is needed.

LOCATION

1. North Campus - In the ILC next to the Library
2. South Campus - In room 105

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RESOURCE CENTER

Located in the LRC's Individualized Learning Center

637-0760 ext. **244**

FREE

TUTORING AND CONSULTING SERVICE

- Proofing and editing
- Basic grammar, paragraph construction
- Resumes, business correspondence
- Essay questions
- Research papers

NORTH CAMPUS HOURS

Monday	8:00 - 10:00 am, 11:00 am - 2:30 pm 5:15 - 8:15 pm
Tuesday	9:00 am - 2:30 pm 5:15 - 8:15 pm
Wednesday	8:00 am - 2:30 pm
Thursday	9:00 am - 2:00 pm
Friday	8:00 - 10:00 am, 11:00 am - 1:00 pm

RESOURCE CENTER

Located in Room 310

788-3197 ext. **562**

FREE

TUTORING AND CONSULTING SERVICE

- Proofing and editing
- Basic grammar, paragraph construction
- Resumes, business correspondence
- Essay questions
- Research papers

SOUTH CAMPUS HOURS

Monday	9:00 am - 2:30 pm 5:00 - 8:00 pm
Tuesday	11:00 am - 3:00 pm 5:00 - 8:00 pm
Wednesday	9:00 am - 2:00 pm
Thursday	11:00 am - 3:00 pm
Friday	9:00 am - 1:30 pm

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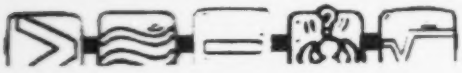
Need Help With Math?

RCCC Provides FREE Math Tutoring!

***North Campus** • Fall Semester 1999*

Mondays	8 - 10 a.m., 12 - 2 p.m., 3 - 6 p.m.
Tuesdays	8 a.m. - 2 p.m., 5 - 8 p.m.
Wednesdays	8 - 10 a.m., 12 - 4 p.m.
Thursdays	8 a.m. - 2 p.m., 5 - 8 p.m.
Fridays	8 a.m. - 4 p.m.

Located in the LRC. Questions?
*Please call **June Hundley** at extension 382*



Need Help With Math?

RCCC Provides FREE Math Tutoring!

***South Campus** • Fall Semester 1999*

Mondays	2:30 - 8 p.m.
Tuesdays	8 a.m. - 1:30 p.m.
Wednesdays	12 - 2 p.m., 2:30 - 8 p.m.
Thursdays	8 a.m. - 1:30 p.m.
Fridays	2:30 - 4 p.m.

Located in Room 310
Questions?
*Please call **June Hundley** at extension 562.*

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